 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name: Molly Olsen**  **Lesson #: 1 Facet: Application**

**Grade Level: 8th Grace**  **Numbers of Days: 3**

**Topic: Writing**

**PART I:**

**Objectives**

**Student will understand that** performing various narratives will help them better understand narratives in general, and hence help them better understand how to approach stories when writing and reading them.

**Student will know that** the different types of stories that they've grown up with, are considered types of "narratives", and that the formulas we found in them (boy meets girl, boy loses girl, boy gets girl back, etc.) are the same that we can apply to our stories to give it a "plot".

**Student will be able to** apply their knowledge of narratives by performing a skit in front of the class portraying different examples of various narratives.

**Product:** Googledoc

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

**Common Core State Standards**

* **Content Area:** English
* **Grade Level:** Grade 8
* **Domain:** Writing
* **Cluster:** Text Types and Purposes

**Standard:** 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Rationale:** By having students explore what exactly a narrative is, they will be able to more clearly understand how to construct a story with a narrative which they will use to explain imagined experiences and events.

**Assessments**

**Pre-Assessment:**

Ask students to turn "The Three Little Pigs" into a play with theatrical formatting, in a group of four.

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

I will use "timed pair share", where the students will come together in groups of four to discuss what are the things they think are considered "narratives", make a list of these, use Google Docs to create the general components of each, and then present two of them.

**Section II – timely feedback for products (self, peer, teacher)**

Teacher will use a rubric which will be given to the student at the beginning of the unit, the student will self access before his or her presentation. (Revise/Refine)

**Summative (Assessment of Learning):**

The final assessment of learning will come when they have presented their filmed scene made using the written play and iMovie. This will make students step into the place of someone (the main character) who has been made to be different from them. In this process, they’ll not only learn to use a valuable educational resource (iMovie) but they will also learn empathy through better understanding others during the writing process.

**Integration**

**Technology:** Google Docs will allow for a same and cohesive, easily-changed piece of writing that can be accessed by all students in order to plan a skit.

**Content Areas:** Art - Performance of skit

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

Garden Gate: Students will list five of the types of narratives they can think of, and put elements of the stories inside of the boxes under the types of story names. Round-Robin Brainstorm: After the "think time," members of the team share responses with one another round robin style. Students will sit in a circle, and I will go down the line, starting from the right, to decide which groups present first, second, third, etc. If one of your group members is on the end on the right, your team will present your ideas first.

**Section II – Groups and Roles for Product**

Students will be put into a group of four. The groups will be selected by simply pointing at students randomly in their seats and having them count to five. The students will then find their common numbers to work on the product. All students will have access to the Google Doc and have the ability to change the ideas or outline for the skit. They will appoint one person to work on the Google Doc, but all are allowed to fix or change small things if they inform the group of what they are doing. They will make a list of characters they want in the skit, and they will decide amongst themselves who will play each role.

**Differentiated Instruction**

**MI Strategies**

**Logical:** The use of computer program Google Docs will appeal with it's stream-lined group-writing style.

**Verbal:** The use of Google Docs will allow for a more word-based experience in planning out the skit.

**Visual:** Visual students will see the skits taking place, and can view them as a visual representation of a form of narrative.

**Musical:** Students will be offered classroom instruments (small drums, tambourine, xylophone, maracas, etc.) to use as sound effects in the skit (should they choose to use them).

**Intrapersonal:** When I present the hook or question, the students will be drawing on previous knowledge of what a narrative is.

**Interpersonal:** The students will work together as a group to brainstorm ideas, write the script, and perform it as well.

**Kinesthetic:** Students will be able to physically explain the concept of different narratives in front of the class in the form of a skit.

**Naturalist:** Students will be performing their skits outside if the weather is nice.

**Modifications/Accommodations**

**From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)** I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

**Plan for accommodating absent students:**

Absent students will be given access to the Google Docs the students created, and asked to answer five or so questions about different kinds of narratives. This paper will need to be turned in within a week of the absence, and it will be suggested that they stay after for extra coaching on this.

**Extensions**

**Type II technology:** Students will use GoogleDocs to collaborate on a single script at the same time. This program will allow multiple students to access the same document and edit or change the piece within the view of other collaborators.

**Gifted Students:** Students who already have a deep grasp / understanding of narratives as well as playwriting will be given extra materials (books, online resources, history of the story) which will give them a more in-depth understanding of their subject, which will allow their project to be more in-depth as well.

**Materials, Resources and Technology**

List all the items you need for the lesson.

- Laptops

- Printed Graphic Organizers

- iMovie

- Internet Access

- Garageband

- Some form of camera

- Rubrics

- Checklists

- Printer

- Printer Ink

- Audio recorder

**Source for Lesson Plan and Research**

List all URL and describe.

**Graphic Organizer:** http://www.eduplace.com/graphicorganizer/

Google **Docs:** docs.google.com/

**Cooperative Learning exercises:** http://w4.nkcsd.k12.mo.us/~kcofer/social\_cooperative\_structures.htm

**PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)

**Day 1**:

- **Hook**: How many types of books or movies can you name? I will write them on the board. At the end explain what a narrative is and how it connects to the genres. Give examples. (30 minutes)

**- Explain pre-assessment**: Explain that the students will turn "The Three Little Pigs" into a short skit with theatrical formatting (to the best of their knowledge and ability), in a group of four. (15 minutes)

- **Put students into groups of four**: Do a count off from 1-4, all ones together, twos, etc etc. (5 minutes)

- **GoogleDocs explanation**: Explain what GoogleDocs is, the benefits of it (multiple people can change on peice document while being viewed by all), how to create one, allow others to access it, etc. For info on GoogleDocs see: <http://www.google.com/google-d-s/intl/en/tour1.html>(10 minutes)

**Day 2**:

- **Pre-assessment / Work on script**: Students will use GoogleDocs to turn "The Three Little Pigs" into a play with theatrical formatting, in a group of four. Students will spend the remainder of the class time to work on the script. They are allowed to move around a bit, as it may help them get the visual of their script more easily. Walk throughout classroom and check if anyone needs help or if they have any questions. (60 minutes)

- **Wrap-up**: Explain to the students that they will be working more on the scripts tomorrow. (5 minutes)

**Day 3**:

**- Finish scripts**: Tell students to finish writing their scripts, and warn them ten minutes before this period of time ends so that they can wrap up and get ready to print. Each member of the group will need a script. (40 minutes)

- **Perform skits**: Have students sit on the floor at the front of the classroom, and one at a time, each group will perform their skit. (30 minutes)

- **Discussion**: Once all of the skits have been performed, discuss how each piece was different or the same. Ask if the things that were all the same were the most important. (10 minutes)

**Introduction Paragraph**

- Students will understand that performing various narratives will help them better understand narratives in general, and hence help them better understand how to approach stories when writing and reading them. Narratives are the words that people use to represent themselves most often, so through understanding narratives, we better understand other people. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- The classroom will be in pods of four with their sides facing the front so that no one has to completely turn around to see the teacher when she is speaking.

- Pre-assessment: Have students write "The Three Little Pigs" in script format (to the best of their knowledge or abilities) and then present the skit to the class.

- Do a hang-man game where the students have to guess the term "narrative" and then explain to the students the definition of the term. After this, give each group of four or three of the forms of narratives in hangman format, and they will have to guess the word. One person in the group will be given a list of the words so that they can "yay" or "neigh" the guesses.

**Where, Why, What, Hook Tailor**: Logical, Verbal, Interpersonal.

Students will know that the different types of stories that they've grown up with, are considered types of "narratives", and that the formulas we found in them (boy meets girl, boy loses girl, boy gets girl back, etc.) are the same that we can apply to our stories to give it a "plot". (**See content notes**) Garden Gate: Students will each, as a group, write down either their own definition or two examples of "narrative". They can choose which one they feel more comfortable writing. Round-Robin Brainstorm: After the "think time," members of the team share responses with one another round robin style at their table. Students will then sit in a circle (next to their pod partners), and I will go down the line, starting from the right, to decide which groups present first, second, third, etc. If one of your group members is on the end on the right, your team will present your ideas first. Having the students share their ideas will keep their minds open to other's views.

**Equip, Explore, Rethink, Tailors**: Interpersonal, Intrapersonal, Verbal.

Students will be able to apply their knowledge of narratives by performing a skit in front of the class portraying different examples of various narratives. Students will be using Googledocs to collaborate on a script together, as this program allows them to easily share ideas in a visual format that allows for easy changes. They will print out this document for all group members, rehearse the story they have written.

**Explore, Experience, Rethink, Revise, Refine, Tailors**: Verbal, Visual, Interpersonal.

Students will present this skit in front of their peers. Though all of their stories will be based on the same fairy tale, it will be clear and of interest to see how each of their views differ on the same basic formula. This is a great less-stress way to introduce the idea of “performing” to the students. We will showcase the skits outdoors if it is a nice day. Because this is sort of a pre-assessment the students will be graded on a pass fail for completion and group-work. The expectations of the assignment will be written on the board at the beginning of class. When the presentations are done, and I have evaluated the scripts, I will have meetings with each of the groups and explain which parts of the script were correct and incorrect briefly, so that they know what to look for when we get more deep into the lesson.

**Evaluate, Tailors**: Interpersonal, Bodily-kinesthetic, Visual, Nature.

**Content Notes**

Students will know…..

Develop detailed content notes so a substitute or a colleague can teach your lesson. (2-3 pages)

- For the hook, you're looking for these, as these are narratives: <http://en.wikipedia.org/wiki/List_of_narrative_forms>. If students miss any (fable, myth, biography, etc.) write it on the board and explain what it's definition or general idea is.

- If GoogleDocs is not something you're familiar with, it might be a good idea to implant someone who is familiar with it into each of the groups, even if this means some shuffling around. If you would like some help in understanding the program see here: <http://www.google.com/google-d-s/intl/en/tour1.html>

- Remember that the script-writing assessment is basically just to see what the students think a play is supposed to look like, so don't tell them if something they did was incorrect, this is a time to see what they truly believe at that point in time.

- Having the students sit on the floor while others perform will put the performers more at ease, as they're not at eye-level with their peers, but above. This gives a better sense of security, which is helpful for the more shy students.

**Handouts**

List the items that need to be printed out for the lesson.

- Syllabus

- Graphic Organizers

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

**Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**

**Learning Styles**

**Clipboard:** This lesson has clear goals and expectations, the lessons are organized, and there are many structural opportunities to plan in their stories.

**Microscope:** This lesson has analytical concepts, focus on details in story lines, and the use of multiple computer programs.

**Puppy:** This lesson has opportunities to use their peers for support, and will foster a positive learning environment.

**Beach Ball:** This lesson has many opportunities to put ones one "spin" on different parts of their projects, and allows them to explore many technologies in a way they may have never done before.

**Rationale:** This lesson caters to all intelligences, and while it allows students with a proclivity to use this skill, it also helps students to try new ideas and skills.

**Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**

**Formative:** Ask students to turn "The Three Little Pigs" into a play with theatrical formatting, in a group of four.

**Summative:** Students will write a script in theatrical formatting based upon a scene from a fairytale. They will then take that script and shoot a video of it being performed, which will be edited using iMovie.

**Rationale:** By asking students to write a short script based on a story they know, I will be able to see what they think a script really looks like, which I can compare to what I know it’s supposed to look like.

**Rationale:** Writing in a theatrical format gives students a different scope of telling stories than they have ever used before— the same goes for the use of iMovie and turning the script into a video.

**Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

**Content Knowledge:** Playwriting

**MLR or CCSS:** CCSS

**Facet:** Writing Standard 3**:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**

**MI Strategies:**

- **Verbal**: The use of Google Docs will allow for a more word-based experience in planning out the skit.

- **Logic**: The use of computer program Google Docs will appeal with it's stream-lined group-writing style.

- **Visual**: Visual students will see the skits taking place, and can view them as a visual representation of a form of narrative.

- **Kinesthetic**: Students will be able to physically explain the concept of different narratives in front of the class in the form of a skit.

- **Musical**: Students will be offered classroom instruments (small drums, tambourine, xylophone, maracas, etc.) to use as sound effects in the skit (should they choose to use them).

- **Interpersonal**: The students will work together as a group to brainstorm ideas, write the script, and perform it as well.

- **Intrapersonal**: When I present the hook or question, the students will be drawing on previous knowledge of what a narrative is.

- **Naturalist:** Students will be performing their skits outside if the weather is nice.

**Type II Technology: iMovie, video-making software.**

**Rationale**: iMovie is a great tool that students can use to present projects, tell stories, while not only appealing to the visual learners but also the aural ones. By having them film the script they wrote, they will see an example of something they made truly “coming to life”.

**NETS STANDARDS FOR TEACHERS**

**1. Facilitates and Inspires Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

**c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes**

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

**Rationale:** c.) Planning is a big part of this process. If you were to miss all of the smaller projects that we use to make the two larger projects, not only would it be difficult to truly show an understanding of the concept, but it would also provide you with a weaker product because of less time spent. Along with that, the more creative you get, the more fun you will have making everything, and the easier it will be to accomplish the tasks.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

**Rationale:** a.) I am using multiple programs and websites in my students projects, many of which they will have access to for the rest of their lives. Kids tend to be more excited when they get to use new technologies, so this should keep their brains active and alert.